DOCUMENT RESUME

ED 161 952 95 TM 007 994

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TITLE Family Status and Standardized Achievement Tests As Contingencies For Black and White College Entry. Report No. 239.
INSTITUTION Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.; Russell Sage Foundation, New York, N.Y.
PUB DATE Nov 77
CONTRACT 400-76-0034
NOTE 30p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Academic Achievement; Achievement Tests; *Admission Criteria; *Black Students; *Caucasian Students; *College Admission; *Family Background; Family Characteristics; Higher Education; Racial Balance; Racial Differences; Standardized Tests

ABSTRACT

This report examines the importance of race for college entry of blacks and whites when students' family background and standardized achievement test scores are taken into consideration. Data are from a subsample of 14,009 black and white males and females who participated in the National Longitudinal Study of the High School Class of 1972. Background variables were fathers' and mothers' education, fathers' occupation, parental income, and a household index of cultural and economic resource possessions in the home. The achievement test measure represented reading, letter groups, vocabulary and math subtests. The results show that when either or both family background and achievement test scores are low, a higher percentage of blacks attend college than whites. However, when both background variables are high, racial differences in college attendance are not as great. Additional analyses also indicated that if students with high achievement test scores and/or from high family status backgrounds were granted college entrance priority, a higher percentage of whites would attend college than blacks. As a result, the racial gap in college attendance between blacks and whites would be substantially increased. The author suggests that this data should be interpreted with caution because further research is needed. (Author/JAC)

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ED 161 952

REPORT NO. 239
DECEMBER 1977

FAMILY STATUS AND STANDARDIZED ACHIEVEMENT TESTS AS CONTINGENCIES FOR BLACK AND WHITE COLLEGE ENTRY

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U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Contract No. 400-76-0034

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Report No. 239
November 1977

Published by the Center for Social Organization of Schools, supported in part as a research and development center by funds from the United States National Institute of Education, Department of Health, Education and Welfare. This research was supported by the Russell Sage Foundation and by the National Institute of Education, U.S. Department of Health, Education and Welfare. The results and opinions do not necessarily reflect the position or policy of the Russell Sage Foundation or NIE.

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Introductory Statement

The Center for Social Organization of Schools has two primary objectives: to develop a scientific knowledge of how schools affect their students, and to use this knowledge to develop better school practices and organization.

The Center works through three programs to achieve its objectives. The Policy Studies in School Desegregation program applies the basic theories of social organization of schools to study the internal conditions of desegregated schools, the feasibility of alternative desegregation policies, and the interrelation of school desegregation with other equity issues such as housing and job desegregation. The School Organization program is currently concerned with authority-control structures, task structures, reward systems, and peer group processes in schools. It has produced a large-scale study of the effects of open schools, has developed the Teams-Games-Tournament (TGT) instructional process for teaching various subjects in elementary and secondary schools, and has produced a computerized system for school-wide attendance monitoring. The School Process and Career Development program is studying transitions from high school to post secondary institutions and the role of schooling in the development of career plans and the actualization of labor market outcomes.

This report, prepared by the School Process and Carecr Development Program, investigates the importance of race for entrance into college when students' family status and standardized achievement test scores are considered.

Abstract

This report examines the importance of race for college entry of blacks and whites when students' family background and standardized achievement test scores are taken into consideration. Data are from a subsample of 14,009 black and white males and females who participated in the National Longitudinal Study of the High School Senior Class of 1972. The results show that when either or both family background and achievement test scores are low, a higher percentage of blacks attend college than whites. However, when both background variables are high, racial differences in college attendance are not as great. Additional analyses also indicated that if students with high achievement test scores and/or from high family status backgrounds were granted college entrance priority, a higher percentage of whites would attend college than blacks. As a result, the racial gap in college attendance between blacks and whites would be substantially increased.

Acknowledgments

The author wishes to thank the following persons for their valuable comments contributed to this work: Joyce Epstein, Linda Gottfredson, John Hollifield, Nancy Karweit, James McPartland, and James Richards, Jr.

Black participation in higher education during America's first two centuries was more than dismal, but at the same time, a realistic reflection of the color barrier that permeated U.S. society during that period. In 1865, fewer than 30 blacks had graduated from an American college or university (DuBois and Dill, 1910; Bond, 1948). However, in the present decade (1970), over a third of a million black students were enrolled full-time in higher education (Office for Civil Rights, 1970). More specifically, within this decade, the college entry rates of black students have been accelerating faster than student admissions in general (Bayer, 1972). Black students in American colleges now approximate one half million with their enrollment having doubled over a recent six year (1964-1970) period (Jansen, 1972).

This paper compares the status of college entry of black and white high school graduates who took part in a recent National survey. In a previous study which used the same data, Thomas, Alexander and Eckland (1977) observed that when family background status and performance on standardized achievement tests were controlled, blacks surpassed whites in college enrollment.[1] Portés and Wilson (1976) made a similer observation based upon a sample of black and white males. The present report examines more closely the role of family background status and standardized achievement tests as contingencies for black and white college entry.

Although the impact of family background on schooling is not likely to be as great today as in previous decades, several researchers have noted its continued independent effect throughout the process of schooling

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[1] See Thomas, Alexander and Eckland (1977) for further details. The document is available from this author.

(Sewell and Shah, 1967; Tulkin, 1968; College Entrance Examination Board, 1974). In commenting on this point in a 1969 report, Wilbur Cohen (1969) indicated that the influence of family background on college and graduate enrollment remained even after achievement test score differences were taken into account. He further reported that among high school graduates who had high performance on such tests, 82 percent from high status background were likely to attend college after high school graduation as compared to 37 percent from low status background.

With reference to standardized achievement tests, the extent to which colleges and universities currently employ these tests as a primary basis of college admissions is not clear. However, such tests are an integral part of most admissions procedures, and black and lower class students continue to perform less successfully on these tests than white and middle class students (Jencks, Smith, Acland, Bane, Cohen, Gintis, Heyns & Michelson, 1972; Montague, 1975).

Method

Data

The data for this analysis are from a subsample of 14,009 black and white males and females (1,904 blacks, 12,105 whites) who participated in the Base Year (1972) and First Year Follow-Up (1973) study of the National Longitudinal Study (NLS) of the High School Senior Class of 1972. The survey was sponsored by the National Center for Education Statistics (NCES) and conducted by the Educational Testing Service and the Research Triangle Institute.

The project employed a two-stage probability sample with schools as first-stage sampling units and students as second-stage units. The

original sample involved a representative sample of approximately 21,600 twelfth grade males and females who were enrolled in approximately 1,200 public, private and church affiliated secondary schools within the fifty states of the United States and the District of Columbia.

Within each participating school, a random sample of eighteen twelfth graders was drawn from senior class rosters. Participating students completed an approximately one hour and twenty minute questionnaire which dealt with their post-high school plans, aspirations, family background, and previous educational experiences. These students were also administered a sixty-nine minute standardized achievement test constructed by Educational Testing Services which measured verbal and nonverbal skills. Additional student data were obtained from school records and from questionnaires completed by guidance counselors. Finally, a one-year follow-up survey was conducted between October 1973 and April 1974 by the Research Triangle Institute, with the assistance of the U.S. Census Bureau. Of the seniors who had participated in the Base-Year Survey, 94 percent completed the first follow-up questionnaire--65 percent by mail and 29 percent by personal interview.

The original sample of 21,600 respondents was reduced to the present 14,009, as a result of a number of restrictions. First, respondents who did not have data on the achievement test measure which was administered late in the school year during the Base Year Survey (1972) were excluded from the analysis. No subsequent attempt was made to administer the test to the approximately 5,200 Base Year nonrespondents. A second restriction was that only black and white respondents were considered in this study. Therefore an additional 1,600 respondents who were of Mexican,

Asian or Oriental descent were excluded from the analysis. Third, respondents who had missing data on any of the family background composite were excluded. Father's occupation was the variable included in the composite which was most often left unanswered (approximately 850).

The data lost resulting from the restrictions employed, coupled with the fact that the original sample did not include high school dropouts, may imply a limited sample, particularly with reference to blacks. Consequently, generalizations from this investigation will be drawn with caution.

Variables

College enrollment is defined as entrance in either a two-year or four-year college academic program in October of 1972 or 1973. Respondents who were enrolled in vocational programs after high school in October 1972 or 1973 or who did not pursue any type of post-secondary education during either time period are considered non-college enrollees.

Race, family background and achievement test constitute the remaining variables. The family background and achievement test score measures were originally trichotomous indices: an upper and lower quartile, with the middle two quartiles combined.[2] However, because of the small number of blacks in the high SES and high ability categories, these measures were dichotomized by combining the middle and high categories of both variables.

The family background composite was developed by the Research Triangle Institute (RTI) on the basis of an equally factor weighted linear combination of five components:

[2] See Thomas (1975; Appendix B) for a detailed discussion of the procedures and assumptions regarding the construction of the family status and achievement test composites.

(1) Father's Education, (2) Mother's Education--Data on these items were obtained by asking respondents to indicate from an original nine category item the highest number of years of schooling their parents had received. The original nine categories were rescaled by RTI into five categories ranging from "did not complete high school" to "obtained a graduate or professional degree."

(3) Father's Occupation--Data on father's occupation were obtained from an open ended question asking respondents to describe their father's present occupation. This information was mapped into the metrics of Duncan's (1961) SEI scores.

(4) Parental Income--Respondents were asked to indicate their parents' income prior to tax deductions. Income was originally a ten category item recoded into seven categories ranging from less than $3,000 annually to over $18,000 annually.

(5) Household Index--A factor weighted average summated family cultural and economic resource possessions composite was devised by RTI on the basis of ten items that respondents did or did not have in their home (daily newspaper, dictionary, encyclopedias, typewriter, etc.).

The achievement test measure represented an equally weighted linear composite of four standardized subtests that were administered to students during the Base-Year (1972) survey:

(1) Reading--Short passages (100 to 200 words) with several related questions concerning a variety of reading skills (i.e., analysis, interpretation, comprehension) were used to measure reading achievement.

(2) Letter Groups--This test measured inductive reasoning and required respondents to draw general concepts from sets of data and to formulate item hypotheses in a nonverbal context.

(3) Vocabulary--A brief test using a synonym formulation was used to measure respondents' vocabulary.

(4) Math--Items of quantitative comparisons in which respondents indicated which of two quantities was greater were used to evaluate respondents' math skills.

Results

Table 1 shows univariate distributions of family background, test performance, and college attendance by race.

Table 1 About Here

An immediate observation here which is well known concerns the disproportionate representation of blacks in the low family status and low achievement test performance categories. Sixty-six percent of the blacks are of low family status background as compared to 22 percent of the whites. In addition, 68 percent of the blacks scored low on the achievement test measure compared to 21 percent of the whites. In addition, a higher percentage of whites (40%) than blacks (31%) enter college.

While systematic knowledge of college admissions procedures is unknown, it is safe to assume that most colleges do take such factors as family status and test performance into consideration. These data suggest, however, that if admission officers relied solely on family background and standardized test performance as a basis of admissions, a larger proportion of black students, including many of those who presently gain entrance, would not have the opportunity to pursue a college education. This possibility and its implications will be examined in greater detail later.

Table 2 shows the percent of black and white students entering

college when family background and standardized test performance are considered.

Table 2 About Here

In terms of the past finding of higher college entry rates for both blacks and whites (Portes and Wilson, 1976), Table 2 shows that the percent of blacks at both the low and high family status and test performance levels exceeds whites in college entry. This is primarily true for: (a) low and high status students with low ability and (b) low status students with high ability. Seventeen percent of the low family status, low achieving blacks attend college versus 6 percent of the whites of comparable statuses. Similarly, 31 percent of the high status, low achieving blacks enter college versus 15 percent of the whites in this category. And among low status, high achieving students, the black-white percentages are 44 and 25 respectively. Based on these percentages, racial disparities in college enrollment are greatest among students with low family status and low test performance.

The reason that this occurs is unclear, but several hypotheses are offered. First, previous analyses of the data (Thomas et. al., 1977; Thomas, 1977) indicated that when controlling for family status and test scores, blacks had higher class rank performance and higher educational expectations than whites. Thus, using these factors as a point of reference, blacks may more readily view themselves college material than whites and consequently may be more likely to seek a postsecondary education than whites. Second, these enrollment figures may reflect the restricted range of opportunities for lower class, low achieving blacks.

Education may be their only means of overcoming their initial disadvantages. Therefore they may be more inclined to enter college than comparable whites who may have greater alternatives.

Third, it was initially hypothesized that the overrepresentation of blacks relative to whites in two-year colleges as opposed to four-year colleges (Brown and Stent, 1977; Institute for the Study of Educational Policy, 1976) may have accounted for the present finding. However, subsequent analyses of the data showed that NLS blacks and whites are almost equally distributed in four-year colleges and two-year and junior colleges. Fifty-three percent of the blacks enter four-year colleges versus 56 percent of the whites. And 47 percent of the blacks enter two-year and junior colleges as opposed to 44 percent of the whites. Thus the quality of the postsecondary institutions that blacks and whites attend rather than the type of institution may be of greater relevance here.

Continuing with Table 2 it can be seen that for students with high family status and test scores, racial differences in college entry are not as great: 64 percent of the high status, high achieving blacks attend college versus 54 percent of the whites in this category.[3] In addition, preliminary cross-tabulations of the data which are not presented here but which employed the family status and achievement test trichotomies, showed that upper status, high achieving whites slightly exceed blacks in college enrollment. But the small number of blacks in this category prohibits extensive interpretation. However, this finding

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[3]The second order interaction in Table 2 involving college entry is significant according to Goodman's (1973) test for interaction.

and the present results concerning high status, high achieving students imply that to the extent that colleges and universities employ meritocratic standards in admissions, these standards better apply to high status, high achieving students than to low status and/or low achieving students.

To evaluate more closely the results presented in Table 2, a test for the significance of the difference between the cell proportions was performed. The procedure is based on independent samples and assumes the null hypothesis that no difference exists in the population proportions. Thus two samples may be pooled to obtain a single estimate (i.e. the sample value of the proportion). The test involves dividing the observed differences between proportions by the estimate of the standard error of the differences obtained. The computational formula is as follows (Ferguson, 1959:147):

$$z = \frac{P_1 - P_2}{S_{P_1 - P_2}} = \frac{P_1 - P_2}{\sqrt{pq\left[\left(\frac{1}{N_1}\right) + \left(\frac{1}{N_2}\right)\right]}}$$

Where: z = standard score (given adequate N)

P_1, P_2 = sample values of the proportions

$Sp_1 - p_2$ = standard error estimate

$q = 1 - p$

N_1, N_2 = Total number of observations for each sample population

Results of the test are given in Table 3. Here it can be seen that while all Z's are significant for the four family status and achievement groups, the least significant difference in black-white college entry rates are again among high family status, high performing students. Thus an important inference that may be derived here, along with the results

from Table 2 is that given that family background and standardized test performance are important resources relevant for school success, race is much less a contingency for college entry when these resources are high than when either or both resources are low.

This inference, in addition to the finding of higher college entry rates for certain categories of blacks, does not obscure the present need to increase the college enrollment of blacks at all family status and achievement test levels. Current data show that independent of both factors, blacks are severely underrepresented in major four-year colleges and universities as compared to their proportional representation in the college age population (Brown and Stent, 1977; Institute for the Study of Educational Policy, 1976; U.S. Bureau of the Census, 1974).

Also, while differences in high school dropout rates between blacks and whites have narrowed since 1960, Census estimates for 1975 (Galloday, 1975) indicated that the dropout rate was twice as high for black males (27.7%) as for white males (13.7%). In addition, black females had a higher dropout rate (23.4%) than white females (15.6%). Finally, college dropout rates also have been found higher for blacks than for whites (Institute for the Study of Educational Policy, 1976; Gurin and Epps, 1975). Thus, the observations from these studies along with the fact that the dependent measure for this study is restricted to college entry should be kept in mind when drawing inferences from the present results.

Family Status and Achievement Tests as Prime Determinants of College Entry

Table 1 showed the disproportionate representation of blacks in the low family status and test score categories, and Tables 2 and 3 indicated that blacks in both or at least one of these categories enrolled in

college at a higher rate than comparable whites. Table 4 addresses the question of what would be the projected rate of black-white entry among NLS respondents presently attending college if admissions officers granted entrance preference to students who were most able to finance their education (i.e. high status students) and/or to high achieving students. This table is based on the number of students attending college and shows for blacks and whites the percentage attending for specific family and test categories.

Table 4 About Here

Table 4 suggests striking consequences. First it shows that if high family status students were given entrance priority, only 16 percent of the NLS blacks would attend college as opposed to 31 percent. And 36 percent of the whites would attend instead of 40 percent. If high test scores were the major basis for admissions, only 17 percent of the blacks would attend college versus 39 percent of the whites. And if high status and high achieving students were granted entrance preferance the racial gap and subsequent disadvantage for blacks would be even greater. Only 10 percent of the blacks would attend college versus 35 percent of the whites.

Thus, while both NLS whites and blacks who currently attend college would have attended at a lower rate if high background resources were considered a priority for college attendance, the resulting consequences would be more negative for blacks than for whites and the current racial gap in college enrollment would be substantially increased.

Tables 5 and 6 consider in a different way the consequences of family status and/or achievement test scores as college entrance

priorities. Here, the following question is addressed: What are the chances of black-white college entry given differences in levels of important school resources and differences in admission requirements? Levels of school resources refer to the observed mean values for blacks and whites on the independent variables--family status and achievement tests. Entrance priorities are statistically represented by separate regression equations for blacks and whites. Each equation contains the coefficient(s) of influence of the independent variable(s) on college entry, and a constant or residual term indicating the influence of unmeasured variables on college entry.

Coleman et al. (1972) and McPartland and Sprehe (1973) employed a similar procedure when investigating black-white differences in occupational and educational achievement. The technique involves substituting the mean values of the independent variables into the regression equations for various groups. For example, a substitution of the black means into the black equation ($b_b \bar{x}_b$) and the white means into the white equations ($b_w \bar{x}_w$) should result in the observed rates of college entry for blacks and whites given in Table 1 (i.e., 30.8 percent blacks vs. 39.9 percent whites). And by substituting the white means into the black equations ($b_b \bar{x}_w$) and the black means into the white equations ($b_w \bar{x}_w$), the expected outcome for blacks and whites when they maintain their own mean levels on the independent variables but when they assume each other's admissions criteria can be determined.[4]

Focusing briefly on Table 5, it can be seen that while the regression coefficients are similar for blacks and whites, the constants and

[4]See Coleman et al. (1972) for a detailed discussion of this technique.

mean values are different. In addition, the coefficients of determination

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Table 5 About Here

(R^2) indicate that family status and test scores are more predictive of the college entry process for whites than blacks.

Table 6 presents the remaining results. The equation for blacks

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Table 6 About Here
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and whites involving test performance as the criterion for college entrance can be noted. First, the substitution of the black means into the black equations and the white means into the white equations results in the previously observed rates of black and white college entry. These values are enclosed in parentheses and are among the four figures appearing for each equation. The remaining two figures without parentheses constitute the most important comparisons. For example, Equation 1 shows that when test scores are the major criterion for entrance, and when blacks are subject to the entrance process for whites (i.e., the white equations) given their mean level of performance on standardized tests, only 18 percent would attend college. But if whites were subject to the entrance process for blacks, given their level of test performance, 53 percent would enter college. Thus while blacks would experience a substantial decrease in college attendance if test scores were the basis for entry and if they were subject to white entrance standards, whites would experience an increase in attendance when subject to black standards. But the racial gap in entry is not as great when family status as opposed to test scores is the criterion for entrance. In the former case, 44 percent of the whites would attend college versus 24 percent of the

blacks. Thus standardized test differences are more consequential than family status differences in increasing the racial gap in college entry. Finally, when both family status and test scores are the basis for admissions, the racial gap in college entry becomes greater than that observed for each variable separately. In the former case 60 percent of the NLS whites would attend college as opposed to the current 40 percent and only 11 percent of the blacks would attend as opposed to 31 percent.

Summary and Conclusions

These results show that knowledge of student's family status and standardized test performance is essential in understanding the influence of race in the process of schooling. In addition, the past finding of higher college entry rates for blacks than whites was observed to be more applicable to students who ranked low on either or both family status and test performance than to students who ranked high on these variables. It was therefore concluded that: (1) when students' school related resources are high, race is less of a contingency for college entry and, (2) meritocratic practices in college admissions better apply to students with high background resources than to students with low resources.

It was also suggested that the higher enrollment rates for blacks than whites observed be interpreted with caution because additional data need to be considered before reliable inferences can be drawn. For example, the quality of postsecondary institutions and programs that blacks and whites enter and their timing and rate of completing these programs (Karweit, 1977) were additional points of investigation suggested. In addition, the restriction of the dependent variable to college entry and consequently the lack of knowledge concerning race effects at earlier and/or later points in the schooling process were considered important qualifiers to the present findings.

Finally, subsequent analyses of the data illustrated the consequences of employing family status and standardized achievement measures as the major basis of college admissions. These results showed that the racial gap in college entry would substantially increase with blacks experiencing a dramatic decline in enrollment while whites would experience a slight increase if either or both factors were considered priorities for entrance. This finding and the previous observations from the data clearly show the continued importance of family status and standardized achievement tests as major contingencies in the schooling process for blacks and whites--at least up to the point of college entry. Therefore these factors should be carefully considered upon evaluating racial policies and progress regarding access to college.

Table 1

Percentage Distribution for Family Background, Test Performance and College Entry by Race

	Blacks (1)	Whites (2)
Family Background[a]	(N=1,883)	(N=12,065)
Low (1)	66.4	22.4
Medium (2)	28.2	51.1
High (3)	5.4	26.5
	(Total N missing = 61)	
Test Performance[b]	(N=1,904)	(N=12,105)
Low (1)	68.3	20.9
Medium (2)	28.2	48.2
High (3)	3.5	30.9
	(Total N missing = 0)	
College Entry	(N=1,898)	(N=12,094)
No college (1)	69.2	60.1
College (2)	30.8	39.9
	(Total N missing = 17)	

[a]The family background measure consisted of an equally weighted linear composite of father's education, mother's education, father's occupation, parental income, and a household index. The five variables were standardized and summed over non-missing components. The resulting scores were classified into a lower, middle two, and an upper quartile. The two middle quartiles are presently combined.

[b]A linear combination of four subtests--reading, letter groups, vocabulary, and math constituted the achievement test composite. The low performance category corresponds roughly to the lower quartile, the middle performance group to the two middle quartiles and the high performance group to the upper quartile. The two middle quartiles are presently combined.

Table 2

Percentage College Entry by Race,[a]

Family Background and Test Performance[b]

	Low Status Low Performance	High Status Low Performance	Low Status High Performance	High Status High Performance	N
Blacks (1)	16.7 (N = 936)[c]	30.7 (N = 341)	43.9 (N = 310)	63.8 (N = 290)	1877
Whites (2)	6.4 (N = 949)	14.9 (N = 1550)	24.8 (N = 1748)	54.5 (N = 7807)	12,054
tau_bs:	-.160[d]	-.160	-.153	-.042	

Note: Total N missing = 78

[a]The actual number of blacks and whites who entered college are as follows: 1) Low Status-Low Performance--Blacks = 156, Whites = 61; High Status-Low Performance --Blacks = 105, Whites = 231; Low Status-High Performance--Blacks = 136, Whites = 433; High Status-High Performance--Blacks = 185, Whites = 4,097.

[b]Due to the small number of blacks in the high SES and high test performance categories, the high and middle level categories for both variables have been combined.

[c]Figures in parentheses below percentages are base N's.

[d]All taus are significant at the .01 level.

Table 3

Significance of the Difference between

Black and White College Entry

Rates by Family Background and Test Performance

	Low Family Status		High Family Status	
	% Black	% White	% Black	% White
Low Performance	16.7	6.4	30.7	14.9
	(N = 936)[a]	(N = 949)	(N = 341)	(N = 1550)
	$z^{b} = 6.87$		$z = 6.36$	
	% Black	% White	% Black	% White
High Performance	43.9	24.8	63.8	54.5
	(N = 310)	(N = 1748)	(N = 290)	(N = 7807)
	$z = 7.34$		$z = 3.77$	

[a] Figures in parentheses are base N's.

[b] All z^{s} are significant at the .01 level based on a two tail test.

Table 4

Predicted Rates of College Entry for Blacks and Whites Given High Family Status and High Test Performance Requirements

	High Status	High Test Performance	High Status and Test Performance	Current Rates of Black-White Entry
Blacks (1)	15.5%[a] (290/1877)	17.1% (321/1877)	9.9% (185/1877)	31.0 (582/1877)
Whites (2)	35.9 (4328/12054)	38.9 (4530/12054)	35.3 (4097/12054)	41.3 (4822/12054)

[a]The percentages given for each group are based on the number of students in each category attending college divided by the total number of respondents (i.e., those attending and not attending college). These figures appear in parentheses below each percentage.

Table 5

Black-White Means, Standard Deviations and Regression Equations Illustrating the Effects of Family Status and Test Performance on College Entry

	Means and Standard Deviations			
	Blacks		Whites	
	$\bar{x}$	SD	$\bar{x}$	SD
Standardized Test[a]	1.35	.548	2.10	.712
Family Status	1.39	.588	2.04	.698
College Entry	0.31	.463	0.40	.490

	Regression Equations[b]			
	Blacks	R^2	Whites	R^2
Standardized Test on College Entry	$Y = -.084 + .291X_1$	.12	$Y = -.211 + .291X_1$	.18
Family Status on College Entry	$Y = .021 + .208X_2$	.07	$Y = -.110 + .250X_2$	.13
Standardized Test and Family Status on College Entry	$Y = -.232 + .249X_1 + .147X_2$	.15	$Y = -.462 + .239X_1 + .177X_2$	.24

[a] The trichotomous family status and test score indices are employed here.

[b] The analysis is based on 12,054 whites and 1,877 blacks.

Table 6

Predicted Rates of College Entry for

Blacks and Whites Given Differences in

Levels of Resources and Standards for Admissions

Independent Variables	Using Means	Using Black Equations	Using White Equations
Standardized Test	B Test	(.309)[a,b]	.182
	W Test	.527	(.400)
Family Status	B Status	(.310)	.237
	W Status	.445	(.400)
Standardized Test and Family Status	B Test & Status	(.308)	.107
	W Test & Status	.596	(.401)

[a]Regression coefficients are unstandardized values.

[b]All regression coefficients are significant at or beyond the .01 level of significance.

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